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no means beyond the method of the Herbartian pedagogy, and that does not seem to solve the problem.

Volume II deals with Colonial and Foreign materials. The French system of non-religious moral instruction is treated in several papers, and other countries receive lesser mention. Mr. Gustav Spiller, General Secretary of the International Union of Ethical Societies, contributes a study of moral training and instruction in the schools of Switzerland, under the title, "An Educational Democracy," in which he uses this sentence, which we in America, with our penchant for "democracy" may well ponder: "It has been assumed without reflection, that no one need be especially prepared for influencing the children morally, though scarcely any part of education requires so much conscious preparation."

The work of American schools is treated from the standpoint of the Ethical Culture School, by Mr. Chubb; the State Normal School, by Principal Baldwin, of the Hyannis Normal School; and from the standpoint of the American school child, by Principal Burke, of the Teachers' Training School, at Albany. Mr. Burke describes the type of the "George Junior Republic," that general retreat for all who would make our American school life "democratic." All in all, the American materials in the book are not very satisfactory.

Finally, we may call attention to a fact that will strike many as peculiar. The western world has been regarding the Japanese as a people who have taken over our western material equipment without caring for our western ideals of culture. Of course, we had our eyes opened somewhat by the medical and surgical work in the Japanese armies during the Russian war. But we shall soon be called upon to wonder still more; for Japan is rapidly taking the lead among nations devoted to education, and to moral education. The Imperial Rescript on Education, of 1890, is the foundation of all Japanese education. Baron Kikuchi gives a very readable account of the spirit of that rescript and the education that has grown up about it. It would be worth the while of anyone interested in education, and in the larger problems of social and international relationships, to read this account and come to an appreciation of the way in which Japan has seriously attacked the larger problems of moral advance.

This book will shortly be supplemented by the reports of the International Moral Congress: the whole gives us a larger comprehension of the real problem of moral education: it is not a problem of individual conduct, in the narrower sense; it is a problem of the realization and acceptance of social relationships, and these social relationships are now seen to be world-wide. From this point of view this collection of materials stands alone today.

J. K. HART

History in the Elementary School. By HENRY JOHNSON, professor of History, Teachers College, Columbia University. New York: *Teachers College Record*, Novemer, 1908. Pp. 60.

Professor Henry Johnson has given us a work of much more than ordinary importance in his recently published study on *History in the Elementary School*. The need of a good discussion of this subject has long been felt and teachers in general will be delighted. It is one of a series of articles by the heads of departments in Teachers College who are actively in charge of the work

done in the practice school, the Horace Mann schools. Professor Johnson is wonderfully well equipped to write such a study. He was an unusually enthusiastic and successful teacher of history in the high school, as the writer well remembers from the happy days spent in his classes, and has had exceptional opportunities for studying the problem later, as superintendent of schools, normal-school instructor, and, at the present time, in the well-equipped Teachers College institution.

The publication of such articles is in itself an encouraging sign of progress in educational work today. All realize the need of having more such centers as the one established at Columbia, among the universities, to provide a large number of opportunities for carrying on such work. We may safely say that the need of trained experts in education has never been felt as at present. We are in a period of transition educationally with many new things pressing for attention. It is imperatively necessary to decide as to their values wisely after subjecting each conception to the most discriminating criticism.

It is evident that Professor Johnson has studied the problem of history work in the elementary school. He makes clear at the very outset that he believes history deserves the place it now occupies, but he as quickly distinguishes between that which is, and that which should be. His ideal of the history for the elementary school is the history as conceived by the historians and not the history of made-over histories, nor the masquerading of myths, romances, and the like, as history. He opposes the idea advocated by the Chicago teacher that, "an ideal history for children would be history written by a child." He opposes also as unnecessary bringing history "down to the child's effortless understanding."

He confesses that at present even historians differ as to the content of elementary school history. In view of this fact it is not to be thought strange that superintendents and others responsible for courses of study in history do wander and lose themselves among a maze of paths, for we all know that in the great majority of cases they are not trained in historical work and should not presume to speak authoritatively about the matter. When he urges that they shall spend less time in portraying the difficulties involved in adapting serious history to the comprehension of the children of the elementary school, and more time in studying the field and arranging rational courses and methods of instruction that will lead the child to get something true and definite, he is altogether to be commended.

Perhaps the most direct profit that comes to one who reads this admirable article lies in his statement of the problem involved in history teaching: Does serious history, the history of trained historians, furnish material for history in the elementary schools? He does not in the least minimize the difficulties involved and which all of us agree do exist. There are adults who try to understand serious history, and who cannot, due to a lack of the development of historical-mindedness. He goes beyond, simply enumerating the difficulties by applying the knowledge of these difficulties in determining what aspects of the past can best be presented to and understood by the child. In this he gives the best and most illuminating treatment of the subject that has recently appeared. The principles he lays down are refreshingly unlike those in so many of the present-day pedagogical studies, in that they smack of actual test and practice.

In general he would aim for concreteness and vividness in the portrayal of the material background of the past; cleave to the characteristic and not the sensational of the past; utilize local history as far as possible; make full use of objective aids; and allow only historians of known authority to supply the summaries that will be necessary from time to time.

These principles he fully elaborates. To emphasize concreteness in treatment he uses two illustrations very effectively: the cotton industry in the South before the Civil War, and the slave power. The study also contains an account of the Puritans in America. These three illustrations offer extremely valuable material to any teacher. They show that history can be made a thinking exercise as well as merely a learning exercise. That it is not done now, and that much of the work is indefinite he shows aptly in citing the following incident: A little girl was once asked if she could tell what sort of a looking man Alexander the Great was. "Why, no," said she, "I thought he was just one of those historical characters." There would be fewer of such historical characters, we believe, if Professor Johnson's admirable study were pondered by the teachers generally.

Other chapters deal with: "History as Determined by Textbooks for the Upper Grades," "Relation of Elementary History to the Question of How Historical Facts Are Established," "Use of Histories," "Problem of Finding What Is Significant in History," and "The Question of Educational Aims and Values." There is also a short list of books suited to the needs of teachers and pupils.

The severe indictment against the majority of the present-day textbooks in history is that they are general, vague, and empty. He urges that the textbook for the average elementary school should be a repository of concrete examples.

The advantages of using source material in the elementary school are presented strongly by Professor Johnson. He urges that the pupils earn the facts of history instead of merely learning them; that this will result in making deeper impressions than merely reading answers; in remembering important facts longer and more definitely; and, when managed by a skilful teacher, in greater accuracy. The cry against this form of history work in occasional exercises will subside when they are used as he suggests.

Questions as to the availability of using some of the histories mentioned by Professor Johnson in the grades that he suggests will come to the minds of many teachers who lack neither "conviction" nor "scholarship." Can Parkman's works be intelligently and understandingly read by a sixth grade? Will Bradford's *Plymouth Plantation* drive other accounts from the field in the seventh? We should have more extensive data on this matter from the average schools.

The study is brought to a close with a brief discussion of the educational aims and values in history for the elementary school. Professor Johnson maintains the attitude shown in the entire discussion of refusing to enter a controversy where at the present time mere opinions held sway and where there is no absolute data to discuss. There must be further study and investigation on this point. It is not altogether unwise, however, to follow his idea, which is to expose the children to serious history and to note the results.

No one can read this scholarly discussion without being abundantly re-

warded. Its thoughtfulness invites you to think; its originality is refreshing; its concreteness is helpful. There is in every paragraph the directing power of a man earnest to obtain results that measure up to the importance of the subject, and we may not say that he has not, at least in part, succeeded.

CONRAD G. SELVIG

STEVENS SEMINARY
GLENCOE, MINN.

The Pig Brother and Other Fables and Stories. By LAURA E. RICHARDS.
Little, Brown & Co., 1908. Pp. 142.

This book is sent out as supplementary reading for the fourth school year. There are one or two charming poems in this collection, but the book is really a book of modern and original fables. The morals are not attached at the close of each fable as in the ancient models, but they are quite as evident as they would be if so analyzed out of the text. The story element in them is sufficient to hold interest, but it is open to question whether the moral is not so obvious as to be somewhat irritating to the average ten-year-old child. The style is good; the subtle points and turns of thought appeal to the adult much as do the social hits that his knowing countrymen find in the fairy tales of Hans Christian Andersen.

BERTHA PAYNE

BOOKS RECEIVED

AMERICAN BOOK COMPANY, NEW YORK

The Eleanor Smith Music Course (4 vols.). By ELEANOR SMITH. Cloth. Book I, 112 pp., 25 cents; Book II, 145 pp., 30 cents; Book III, 192 pp., 40 cents; Book IV, 255 pp., 50 cents.

Plane and Solid Geometry. By ELMER A. LYMAN. Half leather. Pp. 340.
\$1.25.

SILVER, BURDETT & CO., NEW YORK

State Control of Courses of Study. By FRED J. BROWNSCOMBE. Cloth. Pp. 125. \$1.00.